# COLLEGE

educating above + beyond

# Annual Report

2010-2011







# Vision

Cumberland College will be the preferred choice for education and training for adults in North Eastern Saskatchewan.

# Mission

Cumberland College, in collaboration with partners, is committed to providing lifelong learning opportunities today that prepare individuals and communities for tomorrow.

# Values

The values the college reflects in its practices are:

Accessible

Learning Centered

Innovative

Collaborative

Ethical Stewardship



October 25, 2011

Honourable Rob Norris Minister of Advanced Education, Employment, and Immigration Legislative Building, Room 322 Regina, SK S4S 0B3

Dear Minister Norris:

On behalf of the Cumberland College Board of Directors, Management and Staff, and in accordance with Section 16 of *the Regional Colleges Act* and Section 19 of *the Regional Colleges Regulations*, I am pleased to present our Annual Report for the year ending June 30, 2011.

We are proud of our achievements during this fiscal year. These achievements reflect our commitment to providing quality lifelong learning opportunities, which prepare individuals and communities for tomorrow.

Respectfully submitted,

Armand Thibodeau, Chairperson, Board of Directors

**Enclosure** 

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# educating above + beyond

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Education and training are fundamental to the advancement of individuals, communities, and society. Cumberland College plays a pivotal role in providing the education and training required by the citizens and communities in northeastern Saskatchewan, and consequently the advancement of the socio-economic development in the region, province, and nation. This breadth and depth of involvement is a tribute to the faculty and staff of the College.

The College Board is responsible for the stewardship of the College, ensuring that the goals and objectives articulated in the business plan are fulfilled. The Board is proud to present the Annual Report which highlights the key activities and accomplishments during 2010-11.

The Board met for 6 regular meetings, and 2 special meetings throughout 2010-11. The Board ensured that the strategic directions of the College were being effectively achieved and that the College was successfully implementing its Business Plan. Activities such as increasing access through the utilization of technology enhanced learning, working with First Nation communities, and augmenting business and industry programming were integral aspects of the College's delivery.

The Board is pleased with the construction of the new Nipawin campus. This new facility will enable the College to increase its offerings hence increase access to students.

The Board participated in a governor development forum that addressed a broad spectrum of issues pertinent to the governance of post secondary institutions.

The Board attended a number of functions throughout the year to celebrate the accomplishments of students and staff. The Board presented at the Scholarship and Graduation ceremonies as well as at the Staff Long Service Award ceremony.

A primary function of the Board is to establish and ensure effective College governance policies. In 2010-11 the Board reviewed a third of all governance policies to ensure the policies were sound and forward thinking, reflective of the College's values. The Board began the development work of a CEO Succession Plan and an Enterprise Risk Management policy.

The Board is proud to present the College's 2010-11 Annual Report.

Sincerely,

**Armand Thibodeau** Chairman, Board of Directors





Back row: Jim Thiessen, Armand Thibodeau, Rosalie Daisley & Cecil Gooliaff Front row: Valerie Mushinski , CEO, Peter Waldbillig & Joe Taylor Missing : James Burns

# **Board of Directors**

Armand Thibodeau, Chairperson Rosalie Daisley, Vice Chairperson Cec Gooliaff Peter Waldbillig Jim Thiessen James Burns Joe Taylor

Nipawin Hudson Bay Star City Kipabiskau Melfort James Smith Tisdale

# 2010-2011 Board Activities

Board Meetings: 9 Regular Board Meetings: 6 Special Board Meetings: 2

Annual Board Meeting was conducted on June 22, 2011

**Board Appointments:** 

ASRC Representative: Armand Thibodeau

Signing Officers: Armand Thibodeau, Cecil Gooliaff, Joe Taylor

# President and Chief Executive Officer's Report

Cumberland College is a publicly funded institution that is committed to annually reporting the ways in which it responds to the educational needs of the citizens, businesses, organizations, and communities in the northeast region of Saskatchewan.

The mission of the College is to provide, in collaboration with partners, quality lifelong learning opportunities today that prepare individuals and communities for tomorrow. We are committed to providing quality programs and services that are accessible, affordable, and flexible.

The strategic destination of the Strategic Plan focuses on enhancing student's employability skills, hence increasing employability rates of graduates and completers.

# Highlights in 2010-11 include:

- Learner support initiatives centered on student retention, employment readiness, and employment skills.
- The College experienced an increased participation of aboriginal people largely due to the partnership with Fort a la Corne
  Employment Development initiative and the delivery of ABE on reserve.
- The College experienced increased graduation rates in ABE and Technical programming areas.
- The College partnered with Aboriginal groups in a variety of programs and services both on and off reserve. ABE programming was successfully delivered at the First Nations communities of Muskoday, Red Earth, James Smith, Little Red, and Shoal Lake. This resulted in increased enrollment rates in ABE programming.
- The College partnered with the Town of Hudson Bay to deliver programming via the Community Development Trust Fund.
- · The University retention rate continues to be high at 99%.
- The College collaborated with Northlands College and North West Regional College in the delivery of video conferenced Social Work
  courses via the University of Regina.
- The College partnered with Saskatchewan Immigration to pilot the on-line English Language Training in Pronunciation for new immigrants.
- The College continued to advance the utilization of educational technology throughout the College's programming and services.
   Faculty and staff used webcams, videoconferencing, Moodle, Adobe Connect, Druple, SMART boards, and virtual counselling to augment their practice and enhance access. Technology enhanced learning is an integral part of the College's educational delivery strategy.
- · The College completed the Chemistry 20/30 online curriculum project.
- Scholarships for a value of \$62,000 were provided to students.
- A Wellness Fair was held for College students and partners.
- The student satisfaction survey indicated 92.1% rated the College very good to excellent.
- · The College completed construction of the new Nipawin Campus.
- A new strategic plan was introduced incorporating values proposition and a balanced scorecard.
- The Board began the development of CEO Succession Plan and Enterprise Risk Management policy.
- · The Board endorsed an indemnity agreement.

In the coming year the College will continue to provide programs and services that are consistent with the overall direction of the Ministry of Advanced Education, Employment, and Immigration and the direction of the College's strategic plan. The unique needs of the region will continue to be the focus in program and service delivery. Expanding partnerships within communities with business and industry will be integral to the College's success in the coming year.



Valerie Mushinski, President and Chief Executive Officer Cumberland Regional College

# Overview of Programs and Services

# **Programs**

Cumberland College delivers a wide range of post-secondary programming in partnership with the University of Saskatchewan, the University of Regina, First Nations University of Canada, Saskatchewan Institute of Applied Science and Technology, Saskatchewan Indian Institute of Technologies, as well as other post-secondary institutes.

College programs are delivered in response to community and industry needs which are identified by the College and its partners through the Regional Needs Assessment process. These programs include:

- · Post-secondary programs;
- · Adult Basic Education; and
- · Employment specific training courses.

#### Services

Students' learning is supported through the services of counsellors, employment coordinators, and information and education technologists. Learning is also enhanced through the access to web-based programs and information.

A variety of wellness activities were coordinated at the 4 College locations. Activities included student participation in nutrition program, sporting events, contests, communal meals, holiday celebrations, and achievement and attendance awards. These wellness activities brought together students from all program areas and created a sense of campus community. As well, a regional Wellness Fair was held for College students and community partners. Guest speakers provided pertinent information on a variety of health topics such Aids, Hepatitis C, Diabetes, and family violence. The Wellness Fair was well received by the over 100 people in attendance.

In 2010/11, the Cumberland College Scholarship program provided scholarships to students in the amount of \$62,000.

The College provides residents within the region with access to a full range of career services such as:

- · Career planning;
- · Career assessment;
- · Academic advising;
- · Exam invigilation; and
- · Assistance with student financial planning.



2010-11 Scholarship Recipients

# Strategic Plan

Cumberland College engaged in an in depth renewal of its strategic plan. Values proposition and a balanced scorecard were new features to the plan.

The strategic destination focuses on enhancing employability skills of students and hence increasing employability rates of graduates and completers.

The strategic plan has 4 categories with respective goals. They are as follows:

# **Client Perspective**

- · Increase employability of students.
- · Increase retention of students.
- · Increase individual student success.

## **Internal Processes**

- · Increase efficiency and effectiveness of Cumberland College practises through "respectful" Lean initiatives.
- · Establish processes to measure and monitor successes.
- Utilize technology to enhance educational and administrative processes.

# People, Learning and Leadership

- Assess capacity and focus resources to achieve strategic destination of increasing graduates' and completers' employment.
- · Sustain a proud and healthy workforce.
- · Strengthen leadership and governance to guide the organization.

# Sustainability

- · Research and access funding sources.
- · Make the most of resources towards the achievement of the Strategic Destination.

# Adult Basic Education Credit Programs

Adult Basic Education (ABE) programs are designed for adults who did not complete their education in the regular school system. The ABE program consists of the following options for adults to complete or upgrade their secondary education:

- Level 2: Literacy/Preparation for Level 3
- · Level 3: Adult 10
- · Adult Bridging to Level 4
- · Level 4: Adult 12
- GED 12
- GED Testing

# **Program Objectives:**

ABE programs provide learning opportunities for adults to:

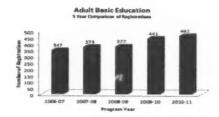
- · Acquire and develop literacy and numeracy skills.
- Acquire the necessary academic pre-requisites in preparation for access to further post-secondary education and skills training.
- · Access employment and workplace training opportunities.
- · Develop living and social skills.

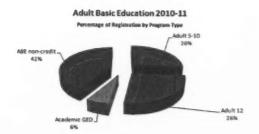


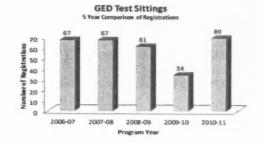
Annual ABE Volleyball Tournament

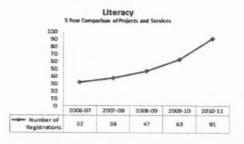
# 2010/11 Highlights:

- The on-reserve Adult Basic Education programs continued for this academic year. Cumberland College offered ABE programs in the First Nations communities of Muskoday, James Smith, Red Earth, Shoal Lake and Little Red.
- Employability skill training was further integrated into all of the ABE courses in the form of workshops and in regular course work. The workshops for workplace safety and certification were provided in partnership with Career & Employment Services and the Cumberland College Business and Industry department. The purpose of the workshops is to create linkages to the work place for the students and to provide the students with more qualifications for employment.
- The distance education version of the Chemistry 30 was completed and piloted online.
- Evening GED preparation programs were offered in Melfort, Nipawin and Tisdale. A day program was also offered at James Smith Cree Nation as part of the FCED initiative.









# Adult Basic Education Credit Programs

# **ABE Credit**

Performance Measure	3 Yr. Avg. Baseline*	2010-11 Target	2010-11 Actuals
Total Enrollment (includes casual: distinct bodies)	268.0	252.0	270.0
Student Enrollment (expressed in Full Load Equivalents)**	197.3	213.4	173.8
Participation Rate (% of total College enrollment)	36.0%	25.9%	36.19
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)	73.9%	81.3%	79.69
Graduates (full time and part time, casual not included)	59.0	65.0	69.0
Graduates (full time)	48.7	52.0	61.0
Graduates (part time)	10.3	13.0	8.0
Graduation Rate (% of FT and PT graduates)	22.1%	25.8%	25.69
Graduation Rate (% of FT students graduated)	29.7%	28.3%	36.59
Graduation Rate (% of PT students graduated)	9.5%	19.0%	7.8%
Aboriginal Graduation Rate (% of Aboriginal graduates calculated among all graduates)	68.4%	68.0%	71.0%
Aboriginal Graduation Rate (% of Aboriginal graduates calculated among aboriginal enrolments)	20.5%	22.0%	22.8%
Completers (full time and part time only, casual not included)	88.3	48.0	91.0
Completion Rate (% of those completed, casual not included)	32.9%	19.0%	33.7%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	48.5%	53.8%	47.1%
Aboriginal Employment Rate (% of Aboriginal graduates contacted who were employed; does not include those in further training)	63.3%	64.0%	14.3%
Going on to Further Training (based on number contacted)	19.0	22.0	40.0
Going on to Further Training (% of those contacted)	78.1%	29.3%	77.5%
Rate of Aborignal Graduates Going on to Further Training (% calculated among Aboriginal Graduates)	90.0%	90.0%	81.3%

<sup>\*3</sup> Year Baseline includes program years: 2006-07, 2007-08, 2008-09

<sup>••</sup> Although Enrollment increased, some programs only ran for one semester which decreases time, which results in fewer FLE's than expected.



**Muskoday Graduation** 

# Adult Basic Education Non-Credit Programs

Adult Basic Education non-credit programs are designed to assist adults in acquiring the knowledge and skills needed for employment, to prepare them for further academic study, and to enhance their living and social skills.

In order to meet the education, training, and employment needs of the region, the following non-credit programs are offered:

- · Adult Literacy; and
- . Language instruction for Newcomers (LINC) and English as a Second Language (ESL).

# 2010/11 Highlights:

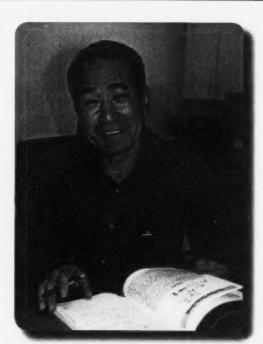
- ABE Level 2, adult literacy was integrated in the ABE programs where tutoring was available on a regular basis and learners had access to
  the Provincial Training Allowance. ABE Level 2, adult literacy, was also included in the on-reserve ABE programs.
- Citizenship and Immigration Canada and the Provincial Immigration Services Division of Advanced Education, Employment and Immigration provided funding for English language services for immigrants in Tisdale, Hudson Bay, Nipawin and Melfort.
- · Cumberland College participated in the provincial pilot of the LINC (Language Instruction for Newcomers) online program.

#### **ABE Non-Credit Programs**

erformance Measure	Marie 1	TAILUDE -	- Australia
Total Enrollment (includes casual: distinct bodies)	97.7	135.0	192.0
Student Enrollment (expressed in Full Load Equivalents)	34.1	59.0	66.2
Completers (Full and Part time only: Casual not included)	55.7	76.0	143.0
Completion Rate (% of those completed, casual not included)	57.0%	56.3%	74.5%

<sup>\*3</sup> Year Baseline includes program years: 2006-07, 2007-08, 2008-09





**ESL Students** 

# Skills Training Credit Programs

Skill Training credit programs are designed to provide training required for the labour market and to provide equitable access to credit training for rural residents. The amount and types of training provided are identified through the Regional Needs Assessment process, involving consultation with labour market partners. These programs are funded through the Skills Training Allocation, as well as many industry partnerships. Skills training credit programs include:

- · Institute credit programs;
- · Industry credit programs; and
- · Apprenticeship and Trade programs.

# **Program Objectives:**

- · To provide accredited full-time and part-time technical and vocational skill training opportunities to adults thereby increasing the pool of skilled labour.
- To assist employed, underemployed and unemployed individuals to access training close to home.
- To provide training opportunities for current and future businesses and industries.
- · To work in cooperation with First Nation and Métis groups to provide relevant training.

# 2010/11 Highlights:

- · Partnered with First Nations and Métis groups to address the demand for trades, business and resource management certification. Significant programming was offered through the FCED initiative.
- · Responded to the Kelsey Trail Health Region's need for all aides in the region to acquire certification in Continuing Care Assistant (CCA) as well as the need for additional Practical Nursing graduates. Several CCA programs were held in various locations on a full time as well as part time basis.
- Offered over 30 SIAST courses throughout the region via televised and online delivery.
- · Partnered with the RM of Hudson Bay to provide two Heavy **Equipment Operator programs and one Truck Driver Training** program. First Aid and Ground Disturbance was also offered as a part of the HEO program. This training was made possible through the Community Development Trust Fund.
- · Partnered with James Smith Cree Nation to deliver two Heavy Equipment Operator programs and two Truck Driver Training programs. These were funded through the Fort al la Corne Employment Development (FCED) program.
- · Offered agricultural marketing classes for grain and cattle producers.
- · Offered Orientation to Child Daycare program on a part time basis in Nipawin and Tisdale. This is funded in part by special provincial funding from AEE&I.
- · Industry safety certificates continue to be highly sought in the Region, with First Aid and CPR having the highest enrollments. The College also offers training for WHMIS, Confined Space and Rescue, Fall Protection and Rescue, Ground Disturbance, H2S, Food Safe, Construction Safety and Petroleum Safety Certification
- · A number of the safety certification courses were delivered as supplemental training for the FCED technical skills program, the College Technical programs and all basic education programs both on and off-reserve.

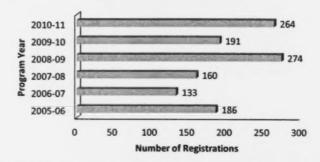
Institute Credit			
erformance Measure	3 Tr. Avg.		
Total Enrollment (includes casual: distinct bodies)**	194.0	253.0	
Student Enrollment (expressed in Full Load Eqivalents)	118.4	204.9	196.4
Participation Rate (% of total College enrollment)**	24.7%	26.0%	34.69
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)	22.1%	47.0%	41.0%
Graduates (full time and part time: casual not included)	102.7	147.0	134.0
Graduation Rate (% of those graduated, full time and part time only casual not included)	52.9%	58.1%	51.39
Graduation Rate of those eligible to graduate ***	na	na	68.79
Graduation Rate (Full time students only)	59.3%	60.5%	47.29
Graduation Rate of those eligible to graduate (Full time students only)***	na	na	61.19
Graduation Rate (Part time students only)	42.2%	54.2%	58.2%
Graduation Rate of those eligible to graduate (Part time students only)***	na	na	82.6%
Aboriginal Graduation Rate (% of Aboriginal graduates calculated among all graduates)	19.2%	27.0%	41.8%
Aboriginal Graduation Rate (% of Aboriginal graduates calculated among aboriginal enrolments)	48.5%	58.0%	52.3%
Completers (full time and part time only, casual not included)	60.3	25.0	62.0
Completion Rate (% of those completed; casual not included)	31.1%	9.9%	23.5%
Employment Rate (% of graduates contacted who were employed; does not include those in further training)	94.2%	95.2%	83.6%
Aboriginal Employment Rate (% of Aboriginal graduates contacted who were employed; does not include those in further training)	88.6%	90.0%	74.1%
Going on to Further Training (based on number contacted)	3.3	9.0	1.0
Going on to Further Training (% of those contacted)	8.5%	9.8%	10.0%
Rate of Aborignal Graduates Going on to Further Training (% calculated among Aboriginal Graduates)	0.0%	5.0%	11.0%

<sup>\*\*</sup>FCED programming increased stats for Institute credit more than

<sup>\*\*\*</sup>Baseline and targets not included as these are new formulas calculated by the college for the annual report

# **Institute Credit Programs**

**5 Year Comparison of Registrations** 



Note: Elevated registration in 2008-09 are due to the Canadian Agricultural Skills Service (CASS) program.

# **Industry Credit**

Performance Measure	S VII. Avig Baseline®	2010-11 Target	2010-11 Actuals
Total Enrollment (distinct bodies)	594.0	729.0	705.0
Full time and Part time Enrollment	244.7	350.0	141.0
Casual Enrollment	349.3	379.0	564.0
Student Enrollment (expressed in Full Load Equivalent)**	41.9	35.0	29.2
Participation Rate (% of total College Enrollment)	29.8%	38.9%	18.9%
Aboriginal Participation Enrollment Rate (% of aboriginals enrolled in programs)***	16.7%	35.0%	51.1%
Graduates (full time and part time)	237.0	369.0	128.0
Graduation Rate (% of those graduated, casual not included)	97.3%	97.4%	90.8%
Aboriginal Graduation Rate (% of Aboriginal graduates calculated among all graduates)	16.3%	22.0%	53.9%
Aboriginal Graduation Rate (% of Aboriginal graduates calculated among aboriginal enrolments)	94.5%	95.0%	95.8%
Completers (full time and part time)	14.3	10.0	93.0
Completion Rate (% of those completed; casual not included)	5.8%	2.9%	13.2%

<sup>\*3</sup> Year Baseline includes program years: 2006-07, 2007-08, 2008-09

<sup>\*\*\*</sup> Increased due to FCED participation



<sup>\*\*</sup> Decrease in FLE actuals was due to a formula change.

# Skills Training Non-Credit Programs

Skills Training non-credit programs provide learning opportunities in the areas of business and industry, community and individual development, and other personal interest courses.

# **Program Objectives:**

- To work collaboratively in assessing the training needs of individuals, businesses and industries in the region, and to develop programming to meet the identified needs.
- To expand relationships with specific target groups including business, industry, First Nations and Métis groups, and to deliver training to meet their needs.
- To utilize technology to enhance learning and increase accessibility.

# 2010/11 Highlights:

- Provided target computer training to various local businesses, industries, and agencies. This included customized computer training to individuals that included General Accounting Terms and Principles, Power Point, File and Folder Management, E-mail, Internet Explorer, Transitioning to MS Office 2007 and Digital Photography.
- Expanded training to include online WHMIS and TGD training with YOW Canada Inc, as well as online professional development training with LERN and Learnkey e-Learning.
- Provided computer training to the Older Workers and ABE programs.
- Provided Workplace Etiquette, Serve it Right, as well as Class 7 Learner's preparation to ABE programs.
- Coordinated Class 7 and Class 5 Driver's License preparation as supplemental training, as well as a Carpentry entrance exam preparation course for the FCED programs.

# **Skills Training Non-Credit**

Performance Measure	3 Yr., Avg. Baseline*	2010-11 Target	2010-11 Actuals
Total Enrollment (includes casual: distinct bodies)	503.0	508.0	263.0
Student Enrollment (expressed in Full Load Equivalents)	37.3	38.2	28.0

\* 3 Year Baseline includes program years: 2006-07, 2007-08, 2008-09

# Personal Interest Num-Credit ON Community/Indivi dual Non-Credit 13% Business and Industry Program Type Industry Credit Industry NonCredit Industry NonCredit

This chart does not include Institute Credit delivery by the Business and Industry department (eg. Heavy Equipment Operator).



<sup>\*</sup> Less programming ran in the non-credit area, particularly in the number of Ed 2 Go participants in comparison with previous years.

The University Program provides students in the region with a variety of courses from the University of Saskatchewan, the University of Regina, and First Nations University of Canada. These courses are delivered by several modes including traditional classes, videoconferencing, tutor-enhanced, online, and televised. Students have access to a number of support services to ensure their university experience is successful. The College offers the following services to students:

- Academic Counselling
- · Scholarship and Bursary Program
- Career Counselling
- Computer Access
- Lab Access
- · Study Skills Workshops
- Tutorial Support
- Writing Centre Services
- Recreation and Social Activities

# **Program Objective:**

To offer a wide range of first and upper year university credit courses using a variety of delivery methods, program options, and delivery agents.



# University

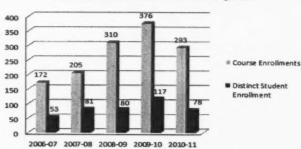
Performance Measure	3 Yr. Avg. Baseline*	2010-11 Target	2010-11 Actuals
Total Enrollment	72	90	78
Participation Rate % of Total College Enrollment	9.5%	9.2%	10.4
Student Enrollment (Expressed in FLE's)	26.9	35	32.5
Aboriginal Participation Enrollment Rate (% of Aboriginal students enrolled in University courses)	9.0%	10.0%	10.3%

<sup>\*3</sup> Year Baseline includes program years: 2006-07, 2007-08, 2008-09

# 2010/11 Highlights:

- Over 160 courses from the U of S, the U of R, and First Nations University of Canada were offered throughout the region.
- A number of new courses were offered, including Psychology 213 (face-to-face in Melfort with video connection to Tisdale, Nipawin and La Ronge), Social Work 347 (videoconference), Social Work 460 (face-to-face in Melfort with videoconference connection to 8 other sites throughout the province), SW 350 (videoconference), SW 412 (videoconference), Math 101 (online with tutor support) and Art History 120 and 121 (videoconference).
- Continued to work with Northlands College and North West Regional College to offer social work degree classes.
- Northlands College students enrolled in Cumberland's PSY 213 course via videoconference, and U of S students from Saskatoon joined Cumberland's Art History course.
- In partnership with the Kelsey Trail Health Region, explored the
  possibility of offering the Master of Primary Health Care Nurse Practitioner from the U of S. Although there was sufficient interest,
  funding was not available to deliver the programming off-campus.
- Began coordinating the delivery of a second offering of the Master of Educational Administration Program with plans of starting in January 2012.
- 99% of Cumberland College university students completed their courses.

#### University Programs: 5 Year Comparison of Distinct Enrollment vs Course Registration



Note: Course enrollments significantly increased in 08-09 and 2009-2010. This is primarily due to the Master of Educational Administration Program.



# Learner Services

The primary focus of Learner Services is to provide programs and services that afford learners the maximum opportunity to succeed. Counsellors assist learners through a process of analyzing program and training options, self-assessment, goal setting, career planning, decision making, and critical thinking.

# **Program Objectives:**

- To ensure counsellors are available and accessible to learners in all program areas and to prospective learners.
- To provide services and resources that will assist with learners' academic achievement and personal well being, as well as the development
  of learning and career plans.
- To provide learner support services for distance learners.
- To explore programs and combinations of programs which lead to individual learning methods.
- . To explore and engage in externally funded projects that enhance participants academic and work readiness.
- To provide support and training to administrative and instructional staff in the area of technology.

# 2010/2011 Highlights:

- A 12 week Transitions to Employment Program was delivered in Nipawin using ESWP funding. The program was successfully completed by 12 aboriginal students.
- A 9 week TIOW Program in Tisdale was successfully completed by 12 unemployed older workers.
- A 12 week Transitions to Employment program in Melfort was successfully completed by 15 aboriginal participants.
- A variety of employability workshops were incorporated into College programs.
- College wide nutrition program to ABE and Technical programs was coordinated.
- · A regional Wellness Fair was held for College students and community organizations.
- · Counseling support was provided to on reserve ABE programs.
- Scholarships valued at \$62,000 were awarded to students.

# **Educational Technology:**

- Professional development was provided to College instructional and administrative staff, increasing awareness and use of technology.
   Training involved software such as: Office applications, Adobe Connect, Moodle, Drupal, SMART Board presentation technologies, web collaboration technologies, video conferencing technologies and other software applications.
- Continued to offer Psych 30 and IP30 in an on-line format to students regionally using Moodle and Adobe Connect.
- Continued to use video conferencing technology to offer Chemistry 20 and 30 on a regional basis.
- Developed both Chemistry 20 and 30 in Moodle online format to support learners and programs in remote locations, as well as support teachers in face to face classes.
- · Continued research, design, delivery, and evaluation of online courses.
- Staff training conducted by ET Consultant in Kurzweil learning software for students with learning disabilities.
- Pilot testing phase of the EPIC (English Pronunciation and Improvement Course) began with the College providing Moodle support and help desk services for Saskatchewan Immigration.
- Development and maintenance of a College Staff Training Resource web page, with over 50 tutorials, thus increasing internal capacity in the
  ability to create content curriculum using multi-media.

#### **Learner Services**

Performance Measure	3. Yr. Avg. Baseline*	2010-11 Target	2010-11 Actuals
Student Satisfaction Surveys (very good to Excellent)	91.7%	92.5%	92.1%
Number of Scholarships and Bursaries (actual number awarded)	54	63	79
Value of Schlorships and Bursiries (actual amount awarded)	\$43,000	\$52,000	\$62,700

<sup>\*3</sup> Year Baseline includes program years: 2006-07, 2007-08, 2008-09

# **Human Resources**

Human resource levels grew slightly during the 2010/11 program year due to an increase in the number of on-reserve ABE Programs offered to First Nations communities and FCED programs offered to aboriginal people. The remote locations of some First Nations reserves have continued to create recruiting challenges however the College continued to attract a sufficient number of applications for most postings.

Recruitment of qualified instructors for Technical Programming continues to be a challenge as most instructors are seeking ongoing employment opportunities and not short term contract positions.

Cumberland College continually works toward a representative workforce. In 2010/11, the Aboriginal employment rate at the College was 12.5%.

# **Organizational Changes**

By the end of 2010/11, facility operations staffing was in place for the new Nipawin facility.

# **Professional Development**

During the 2010/11 fiscal year Cumberland College staff continued to improve their professional development by participating in a variety of activities. The majority of activities involved attendance of various workshops, conferences, and credit and non-credit courses.



Cumberland College Staff 2010-11

# Administration

Valerie Mushinski Leslee Serack Cathi Wilson Loescher Lyle Bittman/ Lynn Verklan JenniferYouzwa Catharine Lamy/ Amanda Wallington/ **Denise Blomquist Beverly Bothorel** 

Chief Executive Officer Director of Finance **Director of Program and Services Director of Development** 

**Executive Assistant Administrative Assistant** 

**Accounting Clerk** Accounts Payable/Receivable Clerk

# **Program Staff**

Carla Scowen

Linda Kerslake Kevin Trew/Eric Adair Lois Preete Marie Crozon Lynda McPhee **Garnet Davis** 

Manager, Adult Basic Education Coordinator, ABE Coordinator, ABE Program Program Assistant, ABE Coordinator, ESI Coordinator, Literacy

Joy Solsten Debbie Zazelenchuk Eleanor Wiebe/ Sarah Haidey Pam Watson/ Nancy Graham **Debbie Grassing** Sarah Haidey

Manager, Technical Programs Coordinator, Technical Programs **Program Assistant, Technical Programs** 

Project Manager, FCED

Program Coordinator, FCED Program Assistant, FCED

Manager, Learner Services

Brenda Mellon Lynette Gerski Carlee Pickering Lisa Neufeld Angele Teale Diane Muir

Manager, University & Marketing Program Assistant, University & Marketing Site Attendant

Education Technology Consultant: Chemistry 20/30 Project

Site Attendant Site Attendant Site Attendant

Counsellor

Counsellor

Sandra Stephenson Elaine Valleau **Sherilyn Coates** Corrine Lam Ma Laura Courchene **Brandy Wicks** Tara Nelson Carol Cameron

Counsellor Counsellor Counsellor Counsellor Counsellor Counsellor Counsellor, FCED **Educational Technology Consultant** 

**Lindsey Barber** Gary Maunder **Gary Maunder** 

Howard Cook

Kevin Trew/ Rebecca Bryson Alayne King

Kellie Stroeder/ **Kevin Trew** Jackie Masich Gwen Pearce

Trudi Webster

Gloria Rommel Denise Blomquist/ **Norine Little** Myra Pasłowski Brenda Nakonieczny/ Alayne King Heidi Groat

**Debbie Turgeon** 

**Employment Coordinator Employment Coordinator** 

Manager, Business & Industry

**Training Consultant Training Consultant Training Consultant** 

Receptionist Receptionist Receptionist Receptionist

Receptionist Registrar

Corv Teale Tyler Wood

**Barry MacLeod** 

Information Technology Analyst Information Technology Assistant

**Facility Maintenance** 

#### Instructional Staff

Beth Goertzen Jim Kulpa Teri Thompson **Dorthy Allen** Carolyn Stailing **Darrell Collins Garnet Davis** Jennifer Arnason **Brandie Trew** Sandra Timm **Barry Shefernack Bernadette Tenning** Dennis Wiebe Kathie Jones Carolyn Stailing Rose Krushelniski Wayne Muir Sherilyn Coates Lynda McPhee

**Bev Park** Shirley Mandin **Bev McLean** Tara Nelson Ron Beatty Allyson Stevenson Alicia Garlock Elaine Gallo Lynette Gerski

**Andrea Staples** Jeannine Hinrichsen Lynn Verklan/ Nancy Graham **Diane Barnett** Lori Constant **Sherry Humphries** 

**Dawn Schumilas** Debbie Zazelenchuk Carroll Joyes

Louise Kosokowsky Michelle Sprackman Rhonda Senecal

Kim Cross **David Harmon Dennis McArthur** Warren Muyres Paul Perrault Grace Siermachesky

Adult Basic Education Instructor **Adult Basic Education Instructor** Adult Basic Education Instructor Adult Basic Education Instructor **Adult Basic Education Instructor** Adult Basic Education Instructor Adult Basic Education Instructor Adult Basic Education Instructor Adult Basic Education Instructor LINC Instructor LINC Instructor

Instructor Aide, Adult Basic Education Instructor Aide, Adult Basic Education, FCED Instructor Aide, Adult Basic Education Instructor Aide, English as a Second Language (ESL)

**Practical Nursing Instructor Practical Nursing Instructor** Office Education Instructor

Office Education Instructor Early Childhood Education Instructor Early Childhood Education Instructor

**Business Certificate Instructor Business Certificate Instructor Continuing Care Assistant Instructor** 

**Continuing Care Assistant Instructor Continuing Care Assistant Instructor** Addictions Counselling Diploma Instructor

Office Education Instructor, FCED Office Education Instructor, FCED Applied Certificate Electrical Instructor, FCED Carpentry Applied Certificate Instructor, FCFD Applied Certificate Plumbing/Pipefitting Instructor, FCED Institutional Cooking Instructor, FCED

Note: A contract wherein individuals are employed for less than 240 hours or 25 occasions are not included.





# CUMBERLAND REGIONAL COLLEGE Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgments.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Directors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by NeuPath Group Chartered Accountants. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

Valerie Mushinski

Chief Executive Officer

September 25, 2011 Date Leslee Serack

Director of Finance



September 28, 2011

Honourable Rob Norris Minister of Advanced Education, Employment & Immigration Room 208, Legislative Building Regina SK S4S 0B3

Dear Minister Rob Norris:

On behalf of the Board of Directors of Cumberland Regional College, and in accordance with the provisions of *The Regional Colleges Act*, I am pleased to submit the audited financial statements of Cumberland Regional College for the fiscal year ending June 30, 2011.

Respectfully submitted,

Armand Thibodeau, Chair Cumberland Regional College

# NeuPath Group, PC Inc.

Chartered Accountants

Board of Directors Cumberland Regional College Nipawin, Saskatchewan

# INDEPENDENT AUDITORS' REPORT

We have audited the accompanying financial statements of Cumberland Regional College, which comprise the statement of financial position as at June 30, 2011, and the statement of operations, statement of changes in net assets, and the statement of cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

# Management's Responsibility for the Financial Statements

Management is responsible for the preparation of these financial statements in accordance with generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

#### **Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgement, including the assessment of risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purposes of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

# **Opinion**

In our opinion, the financial statements present fairly, in all material respects, the financial position of Cumberland Regional College as at June 30, 2011, and its financial performance and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

# STATEMENT OF FINANCIAL POSITION AS AT JUNE 30, 2011 Statement 1

	Op	erating Fund	Ca	pital Fund	2011 Total		2010 Total
ASSETS							
Current Assets							
Cash	\$	2,923,033	\$	1,660,104	\$ 4,583,137	\$	8,607,241
Accounts receivable (note 3)		355,589			355,589		731,361
Prepaid expenses		68,620			68,620		33,411
		3,347,242		1,660,104	5,007,346		9,372,013
Capital assets (note 4)				6,633,004	6,633,004		1,504,389
	\$	3,347,242	s	8,293,108	\$ 11,640,350	\$	10,876,402
LIABILITIES							
Current Liabilities							
Accrued salaries and benefits	\$	166,524	\$		\$ 166,524	S	161,779
Accounts payable and accrued liabilities (note 6)		290,723			290,723		180,229
Unearned revenue (note 7)		1,284,853		•	1,284,853		693,985
		1,742,100			1,742,100		1,035,992
NET ASSETS							
Invested in capital assets		-		6,633,004	6,633,004		1,504,389
Externally restricted (note 8)		-		1,274,696	1,274,696		6,883,076
Internally restricted (note 9)		1,355,142		385,408	1,740,550		1,224,945
Unrestricted		250,000		-	250,000		228,000
		1,605,142	_ 1	8,293,108	9,898,250		9,840,410
	\$	3,347,242	\$ 8	8,293,108	\$ 11,640,350	\$	10,876,402

STATEMENT OF OPERATIONS FOR THE YEAR ENDED JUNE 30, 2011 Statement 2

				_	— Capita	al Fund——	T	otal ——		
	2011									
	Budget	2011	2010		2011	2010	2011	2010		
	(Note 11)									
Revenues (Schedule 1)										
Provincial Government	\$ 4,666,144	\$ 4,996,790	\$ 5,344,551	\$	96,829	\$ 5,452,760	\$ 5,093,619	\$10,797,311		
Federal Government	146,058	97,892	131,551		-		97,892	131,551		
Other revenue	2,790,538	2,918,976	1,560,737		42,515	21,410	2,961,490	1,582,148		
	7,602,740	8,013,657	7,036,840		139,343	5,474,170	8,153,001	12,511,010		
Expenses (Schedule 2)										
Agency contracts	1,465,759	1,510,362	1,327,214			-	1,510,362	1,327,214		
Amortization		-	-		200,490	138,756	200,490	138,756		
Equipment	186,308	544,349	167,887		-	-	544,349	167,887		
Facilities	358,896	245,788	267,586			-	245,788	267,586		
Information technology	95,655	36,114	52,331				36,114	52,33		
Operating (Schedule 3)	906,056	821,561	705,709				821,561	705,709		
Personnel services	4,590,066	4,736,497	4,161,784		-		4,736,497	4,161,784		
	7,602,740	7,894,670	6,682,511		200,490	138,756	8,095,160	6,821,267		
Excess (deficiency) of reve	enues									
over expenses	\$ -	\$ 118,987	\$ 354,329	\$	(61,147)	\$ 5,335,414	\$ 57,840	\$ 5,689,743		

# STATEMENT OF CHANGES IN NET ASSETS FOR THE YEAR ENDED JUNE 30, 2011

-2011 -

Statement 3

2010

		20	11		2010
	Invested in capital assets	Restricted	Unrestricted	Total	Total
Net assets, beginning of year	\$ 1,504,389	\$ 8,108,021	\$ 228,000	\$ 9,840,410	\$ 4,150,6
Excess (deficiency) of revenues over expenses	(61,147)		118,987	57,840	5,689,7
Interfund transfers:					.,,
Investment in capital assets	5,189,762		(5,189,762)	-	
Internally imposed restrictions		515,605	(515,605)	-	
Externally imposed restrictions	-	(5,608,380)	5,608,380	•	
Net assets, end of year	\$ 6,633,004	\$ 3,015,246	\$ 250,000	\$ 9,898,250	\$ 9,840,4
		Balance,			Balance
		beginning of the year	To Restricted	From Restricted	end of the year
	gration Capital Fundi	the year	Restricted		the year
Ministry of Advanced Education, Employment & Immig	gration Capital Fundi	the year	Restricted	Restricted	the year
Ministry of Advanced Education, Employment & Immig	gration Capital Fundi	the year	Restricted \$ 42,515	Restricted	the year \$ 1,274,6
Ministry of Advanced Education, Employment & Immiguitarian Immiguitarian (Note 9) Operations	gration Capital Fundi	the year	Restricted \$ 42,515	Restricted	\$ 1,274,6
Ministry of Advanced Education, Employment & Immigraternally Restricted (Note 9)  Operations  Programs and services	gration Capital Fundi	the year	Restricted  \$ 42,515  130,000 502,935	Restricted	\$ 1,274,6
Ministry of Advanced Education, Employment & Immigraternally Restricted (Note 9)  Operations  Programs and services  Building operating/maintenance	gration Capital Fundi	the year	Restricted  \$ 42,515  130,000 502,935 300,000	Restricted	\$ 1,274,6
Ministry of Advanced Education, Employment & Immigration (Note 9) Operations Programs and services Building operating/maintenance Marketing	gration Capital Fundi	the year	Restricted  \$ 42,515  130,000 502,935 300,000 50,000	Restricted	\$ 1,274,6 130,0 502,9 300,0 50,0
Ministry of Advanced Education, Employment & Immigration (Note 9) Operations Programs and services Building operating/maintenance Marketing Professional development reserve	gration Capital Fundi	the year \$ 6,883,076	Restricted  \$ 42,515  130,000 502,935 300,000	Restricted	\$ 1,274,6 130,0 502,9 300,0 51,2:
Ministry of Advanced Education, Employment & Immiguiternally Restricted (Note 9) Operations Programs and services Building operating/maintenance Marketing Professional development reserve Human resource reserve	gration Capital Fundi	\$ 6,883,076	Restricted  \$ 42,515  130,000 502,935 300,000 50,000	Restricted \$(5,650,895)	\$ 1,274,6 130,0 502,9 300,0 50,0
Ministry of Advanced Education, Employment & Immigrations Programs and services Building operating/maintenance Marketing Professional development reserve Human resource reserve SCN/TEL transitional funding	gration Capital Fundi	\$ 6,883,076 \$ 6,883,076 20,000 320,968	Restricted  \$ 42,515  130,000 502,935 300,000 50,000 31,239	Restricted \$(5,650,895)	\$ 1,274,6 130,0 502,9 300,0 51,2:
Ministry of Advanced Education, Employment & Immig	gration Capital Fundi	\$ 6,883,076 \$ 6,883,076 	Restricted  \$ 42,515  130,000 502,935 300,000 50,000 31,239	Restricted \$(5,650,895)	\$ 1,274,6 130,0 502,9 300,0 50,0 51,2 320,9
Ministry of Advanced Education, Employment & Immig	gration Capital Fundi	\$ 6,883,076 \$ 6,883,076 	Restricted  \$ 42,515  130,000 502,935 300,000 50,000 31,239	Restricted \$(5,650,895)  (200,000) (94,977)	\$ 1,274,6 130,0 502,9 300,0 51,2:
Externally Restricted (Note 8)  Ministry of Advanced Education, Employment & Immigure Internally Restricted (Note 9)  Operations  Programs and services  Building operating/maintenance  Marketing  Professional development reserve  Human resource reserve  SCN/TEL transitional funding  SCN/TEL  Capital plan  Capital equipment reserve  Building capital reserve	gration Capital Fundi	\$ 6,883,076 \$ 6,883,076 20,000 320,968 200,000 94,977	Restricted  \$ 42,515  130,000 502,935 300,000 50,000 31,239  385,408	Restricted \$(5,650,895)	\$ 1,274,6 130,0 502,9 300,0 50,0 51,2 320,9

# STATEMENT OF CASH FLOWS FOR THE YEAR ENDED JUNE 30, 2011 Statement 4

	2011	2010
Cash flows from (used in) operating activities		
Excess (deficiency) of revenues over expenses	\$ 57,840	\$ 5,689,743
Amortization of capital assets	200,490	138,756
Net change in non-cash working capital (note 10)	1,046,672	(280,051)
	1,305,002	5,548,448
Cash flows used in investing activities		
Purchase of capital assets	(5,329,105)	(739,015)
Net increase (decrease) in cash	(4,024,102)	4,809,434
Cash, beginning of year	8,607,241	3,797,807
Cash, end of year	\$ 4,583,137	\$ 8,607,241

# NOTES TO THE FINANCIAL STATEMENTS JUNE 30, 2011

#### 1. PURPOSE AND AUTHORITY

The Cumberland Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act*. The College Board plays an integral part in strategic direction and management guidance.

The purpose of the College is to provide credit and non-credit classroom and vocation training to meet the needs of the regional constituents and industry. The Cumberland Regional College is exempt from the payment of income tax.

#### 2. SIGNIFICANT ACCOUNTING POLICIES

Pursuant to standards established by the Public Sector Accounting Board, the College is classified as a government not-for-profit organization. These financial statements have been prepared in accordance with Canadian generally accepted accounting principles applicable to not-for-profit entities and include the following significant policies:

# (a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives.

# (i) Operating Fund

The operating fund accounts for the College's program delivery, service and administrative activities.

#### (ii) Capital Fund

The capital fund reflects the net book value of all capital assets of the College after taking into consideration any associated long term debt. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

#### (b) Revenue recognition

The College follows the restricted fund method of accounting for contributions. Contributions related to general operations are recognized as revenue of the operating fund in the year that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund when received or receivable.

Unrestricted operating contributions are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

# (c) Capital assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets costing under \$500 are expensed in the current year. Capital assets are amortized on a straight-line basis over their estimated useful lives as follows, and amortization is reported as an expense in the capital fund.

Buildings 5%
Leasehold improvements 5%
Furniture and equipment 10% to 33%
Vehicles 20%

# NOTES TO THE FINANCIAL STATEMENTS JUNE 30, 2011

## 2. SIGNIFICANT ACCOUNTING POLICIES (continued)

# (d) Use of estimates

These statements are prepared in accordance with Canadian generally accepted accounting principles. These principles require management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the period. Actual results could differ from those estimates. Differences are reflected in current operations when identified.

# (e) Cash

Cash is represented by cash on hand and balances with banks.

# (f) Financial instruments

Effective July 1, 2007, the College adopted the recommendations of the Canadian Institute of Chartered Accountants (CICA) Handbook Section 3855 - Financial Instruments - Recognition and Measurement. Under these new standards, all financial assets and financial liabilities must be identified and classified. This classification determines how each financial instrument is measured.

The College's financial instruments and their classification are as follows:

# Instrument

Cash
Accounts receivable
Short-term investments
Accrued salaries and benefits
Accounts payable and accrued liabilities

#### Classification

Held for trading
Loans and receivables
Held for trading
Other liabilities
Other liabilities

Held for trading financial assets and liabilities are measured at fair value. Changes in the fair value are recognized in the Statement of Operations and Changes in Net Assets. Loans and receivables and other financial liabilities are measured at amortized cost. Due to their short term nature, the amortized cost of these instruments approximates their fair value.

Effective July 1, 2008, the College adopted CICA Handbook sections 3862 - Financial Instruments - Disclosures, and 3863 - Financial Instruments - Presentation. Section 3862 provides standards for disclosure of the risks arising from financial instruments to which the College is exposed, and how the risks are managed by the College. Section 3863 provides standards for the presentation of financial instruments and non-financial instrument derivatives.

#### (g) Future accounting policy

In September 2010, the Public Sector Accounting Board approved an amendment to the introduction to the Public Sector Accounting Handbook. Effective for fiscal years beginning on or after January 1, 2012, government not-for-profit organizations are directed to use either the public sector accounting standards or public sector accounting standards for government not-for-profit organizations. The College is currently assessing the appropriateness and potential impact of the change in accounting standards on its financial statements.

# NOTES TO THE FINANCIAL STATEMENTS JUNE 30, 2011

# 3. ACCOUNTS RECEIVABLE

		2011		2010		
Ministry of Advanced Education, Employment and Immigration	\$	113,884	s	356,504		
Federal Government		58,332		40,124		
Other		183,373		334,733		
	2	355,589	\$	731,361		

# 4. CAPITAL ASSETS

		2011							
	Cost	Cost Am			Net Book Value		Net Book Value		
Buildings	\$ 1,373,935	S	815,867	\$	558,068	S	627,785		
Leasehold improvements	36,459		14,583	•	21,876	•	87,740		
Furniture and equipment	871,030		790,401		80,629		115,020		
Vehicles	23,486		23,486						
Construction in progress	5,972,430		-		5,972,430		673,845		
	\$ 8,277,341	\$	1,644,337	\$	6,633,004	\$	1,504,39		

# 5. LEASE OBLIGATIONS

The College is committed under an annual term lease for office space at a minimum amount of \$26,964 for the next fiscal year (exclusive of proportionate increases and additional occupancy costs – the lease is negotiated annually).

The College is committed under a lease for office space at a minimum amount of \$27,000 for the next fiscal year.

The College is committed under a term lease for office equipment at the following minimum amounts for the next five fiscal years:

2012	\$ 16,344
2013	16,344
2014	16,344
2015	8,905
2016	

# NOTES TO THE FINANCIAL STATEMENTS JUNE 30, 2011

# 6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2011	2011		
Provincial Government	\$ 5,499	\$	6,354	
Federal Government	83,318		20	
Other	201,90		173,855	
	\$ 290,723	\$	180,229	

# 7. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2011	2010
Ministry of Advanced Education, Employment and Immigration	\$ 1,217,860	\$ 662,474
nistry of Advanced Education, Employment and Immigration ner	66,993	31,511
,	\$ 1,284,853	\$ 693,985

# 8. EXTERNAL RESTRICTIONS ON NET ASSETS

The Ministry of Advanced Education, Employment and Immigration has funded \$1,274,696 (2010 - \$6,883,076) of designated capital contributions to be used for future capital expenditures as per Statement 3. These externally restricted amounts are not available for other purposes without approval of the Ministry of Advanced Education, Employment and Immigration.

# 9. INTERNAL RESTRICTIONS ON NET ASSETS

During the year the Board of Directors approved the transfer of \$1,399,582 (2010 - \$449,098) from unrestricted net assets to internally restricted net assets. The Board of Directors also approved the transfer of \$883,977 (2010 - \$253,233) from internally restricted net assets to unrestricted net assets.

# NOTES TO THE FINANCIAL STATEMENTS JUNE 30, 2011

#### 10. NET CHANGE IN NON-CASH WORKING CAPITAL

		2011		2010
Accounts receivable	s	375,772	s	(175,743)
Prepaid expenses		(35,208)		(1,595)
Accounts payable and accrued liabilities and accrued salaries and benefits		115,239		4,300
Unearned revenue		590,868		(107,013)
	s	1,046,672	s	(280,051)

#### 11. BUDGET AMOUNTS

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on May 25, 2010. The Minister approved the budget on July 28, 2010.

# 12. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as ministries, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

Related party expenses during the year were as follows:

		2011		2010
SaskEnergy	S	11,896	S	2,199
SaskPower		3,951		2,808
SaskTel and SaskTel Mobility		31,909		59,086
Saskatchewan Institute of Applied Science and Technology		1,191,223		370,873
Ministry of Government Services		151,949		81,223
University of Saskatchewan		102,855		23,388
University of Regina		26		
	\$	1,493,809	\$	539,577

Other transactions with related parties are disclosed elsewhere in these financial statements and related notes.

# NOTES TO THE FINANCIAL STATEMENTS JUNE 30, 2011

#### 13. FINANCIAL INSTRUMENTS RISKS

The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivables are from the provincial and federal government, therefore, credit risk is minimal.

# 14. EMPLOYEE FUTURE BENEFITS

Employees of the College participate in one of three pension plans. Teachers and other employees holding a teaching certificate participate in the Teachers' Superannuation Plan (TSP) or the Saskatchewan Teachers Retirement Plan (STRP) which are administered by the Teachers' Superannuation Commission and the Saskatchewan Teachers' Federation respectively. The Board has no financial obligation to TSP or STRP. Eligible employees contribute to TSP and STRP for their current service. No matching contribution is made by the College. The General Revenue Fund is responsible for the required employer contributions of STRP and for the financial obligations of the TSP. All other employees participate through Municipal Employees' Pension Plan (MEPP) which is a multi-employer defined benefit plan.

The last actuarial valuaton of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year amounted to \$172,855 (2010 - \$116,927).

# 15. COMMITMENTS

The College has entered into certain contracts for the construction of a new Nipawin campus facility. The total budget for construction of the facility is \$7,490,000. As at June 30, 2011, \$6,300,141 had been expended on the project.

# 16. CONTINGENT LIABILITY

A union representing employees of an employer unrelated to the College has applied by Notice of Motion for an order quashing puported decisions of the Municpal Employees Pension Plan, relating to the application of actuarial surplus in the fund, as well as other relief. Several participating employers, including the College, have been named. It is not possible to estimate the potential effect of the claim at this stage in the proceedings.

# SCHEDULE OF OPERATING FUND REVENUES BY FUNCTION FOR THE YEAR ENDED JUNE 30, 2011 Schedule 1

	General	Skills 7	Fraining	Basic E	— 2011 —	University	Serv	rices			
							Learner			2011	2010
		Credit	Non-credit	Credit	Non-credit	Credit	Support	Counsel	Total	Budget	Total
Provincial Government										(Note 11)	
Ministry of Advanced Edu	cation, Employme	ent and Immigra	ition								
Operating grant	\$ 1,999,529	\$ .	\$ .	s -	s .	s .	\$ 108,320	\$ -	\$ 2,107,849	\$ 2,402,776	\$ 2,138,032
Program payments	55,000	757,532	390,928	1,064,595	140,864		196,912	93,535	2,699,366	2,159,081	3,084,982
Other			363	23,515	49,022		9,009		81,908	104,287	59,209
	2,054,529	757,532	391,291	1,088,110	189,885		314,241	93,535	4,889,123	4,666,144	5,282,223
Other Provincial	35,183	-		50,568			21,917		107,668		62,329
	2,089,712	757,532	391,291	1,138,678	189,885		336,158	93,535	4,996,790	4,666,144	5,344,551
Federal Government											
Admin recovery					-						4
Seat purchases		-						۰			
Projects	-				97,892				97,892	146,058	
Other	-				-		•				131,551
					97,892		•		97,892	146,058	131,551
Other Revenue											
Admin recovery		-				-			-		
Contracts		1,579,230	244,906	264,454		9,674	(12,414)		2,085,849	1,603,188	487,993
Interest	49,677				•				49,677	14,000	13,427
Rents	459		-		-				459		1,005
Resale items	4,142	87,055	20,706	560	600	3,570	983		117,615	82,200	102,407
Tuition		276,060	340,109		571	4,407	8,211		629,358	1,079,550	925,351
Other	175	210			•	376	35,057		36,018	11,600	30,555
	54,452	1,942,554	605,722	265,014	1,171	18,226	31,837		2,918,976	2,790,538	1,560,737
Total revenues	2,144,164	2,700,086	997,013	1,403,691	288,948	18,226	367,994	93,535	8,013,657	7,602,740	7,036,840
Fotal operating fund expenses (Schedule 2)	2,539,736	2,153,299	781,666	1,218,779	202,144	205,030	633,121	160,897	7,894,670	7,602,740	6,682,511
Excess (deficiency) of revenues over expenses	\$ (395,572)	\$ 546,788	\$ 215,347	\$ 184,913	\$ 86,804	\$ (186,804)	\$ (265,126)	\$ (67,362)	\$ 118,987	s .	\$ 354,329

SCHEDULE OF OPERATING FUND EXPENSES BY FUNCTION FOR THE YEAR ENDED JUNE 30, 2011 Schedule 2

		General		Skills T				Basic E	duca	ation	l	Iniversity	Serv Learner	rices				2011		2010
				Credit	N	on-credit		Credit	N	on-credit		Credit	 Support	-	Counsel		Total	Budget		Total
																		(Note 11)		
Agency contracts	\$		\$	733,888	\$	640,243	\$	37,073	\$	13,458	\$	61,316	\$ 6,018	5	18,366	\$	1,510,362	\$ 1,465,759	\$	1,327,214
Equipment		417,814		61,758		2,987		44,351		2,586		1,204	11,070		2,579		544,349	186,308		167,883
Facilities		182,857		46,713		1,495		1,455		11,824		185	704		554		245,788	358,896		267,586
Information technology		23,639		509		2,318		480		149		3,206	5,309		503		36,114	95,655		52,331
Operating (Schedule 3)		280,204		243,940		90,801		116,816		24,098		14,451	40,022		11,229		821,561	906,056		705,709
Personnel services		1,635,223		1,066,489	_	43,822		1,018,603		150,029		124,667	 569,997		127,666		4,736,497	4,590,066		4,161,784
	\$	2,539,736	S	2,153,299	\$	781,666	s	1,218,779	\$	202,144	S	205,030	\$ 633,121	s	160,897	s	7,894,670	\$ 7,602,740	s	6.682.51

\$ 2,934,964

\$ 1,420,922

5 794,017

# SCHEDULE OF OPERATING EXPENSES FOR THE YEAR ENDED JUNE 30, 2011 Schedule 3

	2011 Budget		2011 Total		2010 Total
	lote 11)			-	
Advertising	\$ 134,679	S	96,931	\$	115,754
Association fees and dues	31,175		34,970		16,397
Financial services	5,625		3,904		5,818
In-service	38,053		17,300		8,162
Insurance	12,175		17,234		13,714
Materials and supplies	263,956		237,242		217,025
Postage, freight and courier	18,900		18,173		15,374
Printing and copying	27,150		11,067		15,764
Professional services	38,132		51,065		18,439
Resale items	132,420		143,957		97,617
Subcriptions	2,200		1,148		5,625
Telephone and fax	73,266		61,847		59,156
Travel	100,126		113,386		101,827
Other	28,200		13,338		15,038
	\$ 906,056	\$	821,561	\$	705,709

# Glossary of Terms

Academic GED: Academic skills development that prepares individuals to write the GED exams.

ABE: Adult Basic Education - Academic skills development that leads to certification at a grade 10 or grade 12.

AEE&I: Advanced Education, Employment, and Immigration.

Apprenticeship & Trade: Education and training certified through apprenticeship and Trade commission.

Basic Education Credit: Learning that is certified by the Ministry of Education/AEE&L.

CASS: Canadian Agriculture Skills Service

Casual Student: A person taking courses within a program group that collectively totals less than 30 hours of scheduled time.

**CCA:** Continuing Care Assistant

Community/Individual Non Credit: Education and training that leads to or enhances a person's employability or enhances community and/or social development, but does not result in credentials or certification recognized by an industry, association, sector, regulatory body, or licensing agency.

Completer: A student who has completed the time requirement of a course or all courses within a program session.

Completed Successfully: A student who has successfully completed all requirements of a non-credit program.

CPR: Cardiopulmonary resuscitation

Credit: Learning which is certified by a recognized body.

Distinct Student: An individual participating, over a program year, in one or more program sessions within a program group.

DTI: Dumont Technical Institute

EI: Employment Insurance

**ELT:** English Language Training

Employability/Life Skills: Scheduled program-based activities with an emphasis on the development of personal and life skills necessary for employment.

English Language Training: scheduled program-based activities designed to teach English as a Second Language.

**EPIC:** English Pronunciation Improvement Course

ESL: English as a second language

ESWP: Essential Skills for the Workplace

ET: Educational Technology

FCED: Fort al la Corne Employment Development

FLE: (Full Load Equivalency) The total participant hours divided by the generally accepted full-load equivalent factor for a program group.

Full-Time Student: A person taking courses that collectively require a minimum of 18 hours of scheduled class time per week, for a minimum period of 12 weeks. There are two exceptions to this definition:

- a) For Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and
- b) For university courses: a minimum of 216 hours of scheduled class time for the academic year.

GED: General Education Development: A series of exams that are written to determine grade 12 equivalency.

General Academic Studies: Academic skill development that prepares individuals to meet adult 10 pre-requisites.

**Graduate:** A student who has successfully completed all program requirements and has attained a level of standing resulting in credit recognition from an accrediting institution, industry, and/or regulatory body.

HRSDC: Human Resources and Skills Development Canada

Industry Credit: Education and training which leads to a credential that is recognized by an industry association, sector, regulatory body, or licensing agency.

Industry Non Credit: Education and training that meets the specific needs identified for an industry, group, firm, or sector, that does not result in credentials or certification recognized by an industry, association, sector, regulatory body, or licensing agency.

Institute Credit: Education and training which leads to a credential (certificate, diploma, degree) from a recognized credit granting agency.

IT: Information Technology

**LERN:** Learning Resources Network

LINC: Language Instruction for Newcomers to Canada

Literacy: Scheduled program-based activities that enhances an individual's reading, writing, and numeracy skills.

Non-Credit: Learning which may include some form of evaluation but does not result in certification by a recognized body.

Participant Hours: The total time (in hours) that a student is actively involved in a program (course) session.

Part-Time Student: A person taking courses of less than 12 weeks duration, even if they collectively require more than 18 hours of scheduled class time per week; or one who is taking courses that are at least 12 weeks in duration but collectively require less than 18 hours of scheduled class time per week.

Personal Interest Non-Credit: Education and training that meets the needs of individuals or groups for the purpose of enhancing their hobby, leisure, and recreational skills.

PLAR: Prior Leaning Assessment Recognition

Program: A course of study based on a curriculum, plan, or system of academic and related activities that have a definite duration (hours/credit hours).

Registration: The number of students registered.

**RPL:** Recognition of Prior Learning

SCN: Saskatchewan Communications Network is a satellite delivery system for distance education courses.

Services: The formal act (activities which are tracked) of helping, providing assistance, and/or advice.

SIAST: Saskatchewan Institute of Applied Science and Technology

SHT: Saskatchewan Indian Institute of Technologies

SIS: Student Information System is a computerized system used by the Regional Colleges for all student enrollment information. This system is also referred to as OCSM, or One Client Service Model. This system is also used by a number of other partners.

**TDG:** Transportation of Dangerous Goods

**TEL:** Technology Enhanced Learning is a program provided to Regional Colleges to assist colleges in obtaining the means to deliver more courses through distance learning, using a variety of technology.

**TIOW:** Targeted Initiative for Older Workers

U of R: University of Regina

U of S: University of Saskatchewan

WHMIS: Workplace Hazardous Materials Information System



**Table 1 Student Enrollments Cumberland College 2010-11** 

					Act	tuals			
			2009	-2010			2010	-2011	
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS	Institute Credit:					Y Harry			
TRAINING	SIAST	63	119	9	119.3	153	96	5	187
	Other	na	na	na	na	10	0	0	8
	Apprenticeship & Trade	na	na	na	na	na	na	na	
	Total Institute Credit	63	119	9	119.3	163	96	5	196
	Industry Credit:	<b>可想的不好</b> 了	(P1000) 10 日本	Walter State	t-children		SECRETARY.	AND SECTION	- Wholes
	Total Industry Credit	0	270	299	28.9	0	141	564	29
	Non-Credit (Industry Non-Credit, Community/ Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	71	287	10.9	0	33	230	8.
	TOTAL SKILLS TRAINING	63	460	596	159.1	163	270	790	233
ADULT	ABE Credit:					機線	登場		3293
BASIC EDUCATION	Adult 12	77	68	O	104.1	61	61	0	90.
	Adult 10	68	86	0	97.8	80	40	q	93.
	Academic GED	0	0	0	0.0	26	2	o	18.
	Total ABE Credit	145	154	q	201.9	167	103	0	202
	ABE Non-Credit:	St. Marie William	S - Variation	SPECTS.	3345	\$100 Select	13099.598	A 400.201	445-41
	Employability/Life Skills	21	6	Q	8.7	0	33	0	3.
	English Language Training	na	na	na	na	na	na	na	n
	General Academic Studies	35	80	0	26.3	50	109	0	621
	Literacy	na	na	na	na	na	no	na	R
	Total ABE Non-Credit	56	86	0	35.0	50	142	0	66.
то	TAL ADULT BASIC EDUCATION	201	240	o	236.9	217	245	0	268.4
UNIVERSITY	Total University	26	91	0	42.8	17	61	d	32:
	TOTAL ENROLLMENT	290	791	/25	438.8	397	576	799	534.8

PT=Part Time Cas=Casual FLE=Full Load Equivalent

	Cumberland	Regional Colle	ge Comprehen	sive Student En	rollment: Mel	fort Campus			
					Act	tuals			
			2009	-2010			2010	-2011	
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll  Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
	Institute Credit:	<b>建</b>	Mark to the	WAR THE	<b>分学与文学</b>	1		<b>经产生</b>	1646
SKILLS TRAINING	SIAST	21	38	9	32.5	121	49	1	12
INAMINO	Other	na	na	na	na	10	0	0	
	Apprenticeship & Trade	na	na	na	na	na	na	na	
	Total Institute Credit	21	38	9	32.5	131	49	1	12
	Industry Credit:	170		BASSI			Kales B	Market P	(Danks
	Total Industry Credit	0	100	92	22.9	0	74	280	1
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								av er word
	Total Non-Credit	0	17	114	7.4	0	10	84	ALC: NO.
TOT	AL SKILLS TRAINING	21	155	215	62.8	131	133	365	14
ADULT	ABE Credit:	<b>建设等</b>		DE THE					
BASIC	Adult 12	30	28	0	30.6	25	10	0	3
EDUCATION	Adult 10	21	18	0	23.8	38	6	0	4
	Academic GED	0	0	0	0.0	26	2	0	1
	Total ABE Credit	51	46	0	54.4	89	18	0	9
	ABE Non-Credit:	A 21 (1) (1)	40000	THE WAY	(1) 1000 (1)	为主持	a Suite A	11 1 1 1 2 2	de la
	Employability/Life Skills	0	0	0	0.0	0	16	d	
	English Language Training	na	na	na	na	na	na	па	
	General Academic Studies	12	15	0	11.7	37	34	o	3
	Literacy	na	na	na	na	na	na	na	
	Total ABE Non-Credit	12	15	0	11.7	37	50	0	3
TOTAL A	DULT BASIC EDUCATION	63	61	0	66.1	126	68	0	13
UNIVERSITY	Total University	23	43	0	27.5	15	29	o	2
TO	TAL ENROLLMENT	107	259	215	156.4	272	230	365	30

PT= Part Time
Cas= Casual
FLE=Full Load Equivalent

	Cumberlan	d Regional Coll	ege Comprehe	nsive Student E	nrollment: Tis	dale Campus			
					Act	uals			
			2009	-2010			2010-	2011	
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll	Student Enroll Casual	FLEs
	Institute Credit	in ka awa			ides, inica				
SKILLS TRAINING	SIAST	12	42	1	28.5	18	24	0	2
INAMAMAG	Other	na	na	na	na	na	na	na	
	Apprenticeship & Trade	0	0	0	0.0	0	q	q	
	Total Institute Credit	12	42	1	28.5	18	24	q	- 1
	industry Credit:			10.00					100
	Total Industry Credit	0	77	116	34.7	0	27	142	
	Nov-Credit (Industry Nov-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	26	83	13.7	0	14	73	
TOT	TAL SKILLS TRAINING	12	145	200	76.9	18	65	215	3
ADULT	ABE Credit:			<b>建筑建筑</b>		F 10	5000		
BASIC	Adult 12	20	22	Q	20.9	16	13	d	2
EDUCATION	Adult 10	18	30	0	18.1	17	17	0	1
	Academic GED	0	0	q	0.0	0	O	a	
	Total ABE Credit	38	52	0	39.0	33	30	a	4
	ABE Non-Credit:	Section 1	1400			SEASON.	A STATE		-
	Employability/Life Skills	0	0	0	0.0	O	o	q	The Allerton
	English Language Training	na	na	na	na	na	na	na	
	General Academic Studies	2	30	0	3.3	0	33	q	1
	Literacy	na	na	na	na	na	na	na	
	Total ABE Non-Credit	2	30	o	3.3	0	33	0	1
TOTAL A	ADULT BASIC EDUCATION	40	82	0	42.3	33	63	q	5
UNIVERSITY	Total University	0	51	o	11.5	0	32	0	
TO	OTAL ENROLLMENT	52	278	200	130.7	51	160	215	9

PT = Part Time Cas= Casual FLE= Full Load Equivalent

Table 1a Student Enrollments by Program Delivery Area - Ninawin 2010-11

	Cumberiand	Legional Cone	la combianeu:	sive Student En					
					Act	tuals			
			2009	-2010			2010	-2011	
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll  Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
	Institute Credit:	# 2 TO SEE	A STATE OF THE PARTY OF THE PAR			200	是包含的	W. Control of	C-74154
SKILLS TRAINING	SIAST	29	22	0	23.7	14	3	1	19
IKAINING	Other	na	na	na	na	na	na	na	
	Apprenticeship & Trade	na	na	na	na	na	na	na	
	Total Institute Credit	29	22	0	23.7	14	3	1	19
	ledustry Credit:		经有限证据:	· 在全国的	TREADICE.		er with the second	THE STREET	tige 150
	Total Industry Credit	0	88	94	18.4	0	28	146	6
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	0	30	95	9.0	0	6	80	1
707	AL SKILLS TRAINING	29	140	189	51.1	14	37	227	27
	ABE Credit:		1		deple	10.55	12000	化的设施	Phi I
ADULT BASIC	Adult 12	21	18	0	24.8	20	38	o	36
EDUCATION	Adult 10	24	41	0	31.4	25	18	0	32
	Academic GED	0	0	0	0.0	0	0	0	0
	Total ABE Credit	45	59	0	56.2	45	56	0	69
	ABE Non-Credit:	STATE OF THE	CONTRACTOR OF THE PARTY OF THE	6-K-16-14-	TO WHAT HE	<b>新典觀察</b>	A LANGE	<b>意识强度</b>	This is
	Employability/Life Skills	21	6	0	5.5	0	17	o	3
	English Language Training	na	na	na	na	na	na	na	Г
	General Academic Studies	21	30	0	6.6	13	43	o	13
	Literacy	na	na	na	na	na	na	na	r
	Total ABE Non-Credit	42	36	0	12.1	13	60	0	16
TOTAL A	DULT BASIC EDUCATION	87	95	0	68.3	58	116	0	85
UNIVERSITY	Total University	2	6	0	3.2	1	5	0	2
TO	TAL ENROLLMENT	118	241	189	122.6	73	158	227	115.

PT= Part Time
Cas= Casual
FLE= Full Load Equivalent

					8.44	tuals			
			2000	-2010	ACI	luais	2010	-2011	
	Program Groups	Student Enroll	Student Enroll PT	Student Enroil Casual	FLEs	Student Enroll	Student Enroll PT		FLEs
	nutiture Credit	N. B.					18. E. 2. St.		
SKILLS	SIAST	1	19	2	4.9	0	21	4	1
Titalitie	Other	na	na	na	na	na	na	na	
	Apprenticeship & Trade	na	na	na	na	na	na	na	
	Total Institute Credit	1	19	2	4.9	0	21	4	1
	Indestry Credit:						ZA (20 X 10 Z	A 160 M	Crost Side
	Total Industry Credit	0	7	20	5.3	0	8	14	
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)	en e tana			Anne Bek	int purity is			
	Total Non-Credit	0	1	13	0.7	0	1	5	
TOT	AL SKILLS TRAINING	1	27	35	10.9	0	30	23	2
	ARE Credit:			THE REAL PROPERTY.		No. of Land	The state		
ADULT BASIC	Adult 12	7	1	0	4.8	na	na	na	na
EDUCATION	Adult10	5	0	a	2.8		na		na
	Academic GED	0	0	0	0.0	na	na		na
	Total ABE Credit	12	1	0	7.6	0	0	o	
	ABE Non-Credit:			Signal .	100	11372			
	Employability/Life Skills	na	na	na	na	na	na	na	
	English Language Training	na	na	na	na	na	na	na	
	General Academic Studies	0	6	0	0.3	na	na	na	
	Literacy	na	na	na	na	na	na	na	
	Total ABE Non-Credit	0	6	0	0.3	0	0	o	
TOTAL A	DULT BASIC EDUCATION	12	7	q	7.9	0	o	0	
INIVERSITY	Total University	0	3	o	0.6	0	2	0	
TO	TAL ENROLLMENT	13	37	35	19.4	0	32	23	2

FT= Full Time PT= Part Time Cas= Casual FLE= Full Load Equivalent

Table 2 Equity Participation Enrollments by Program Delivery Area 2010-11

													Ac	tuak	•										
							200	9-20	10										2010	-201	1				
	Program Groups	Ab	orig	inal		Visit Mino		D	isabi	lity	Er	Tota		Al	origi	inal		Visib Iinor		Di	isabil	ity	Er	Tota	
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Ca
SKILLS	Institute Credit:													100											
	SIAST	11	21	1	0	4	1	0	2	0	63	121	9	81	19	0	3	1	0	5	3	0	155	96	
	Other:	na	na	na	na	na	na	na	na	na	na	na	na	7	0	0	0	0	0	1	0	0	10	0	
	Apprenticeship & Trade	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	
	Total Institute Credit	11	21	1	0	4	1	0	2	0	63	121	9	89	19	0	3	1	0	6	3	0	165	96	
	Industry Credit:		i	疆									100		19							963			
	Total Industry Credit	0	51	92	0	3	5	0	8	13	0	270	299	C	72	201	0	11	12	0	7	18	0	141	5
	Non-Credit (Industry Non-Credit, Community/ Indivudual Non-Credit,				A CONTRACTOR																				
	Personal Interest Non- Credit)	S SEE																	7						
	Total Non-Credit	0	3	74	0	1	6	0	1	8	0	71	287	40	5	47	0	0	4	0	1	8	0	33	2
TOTAL SE	KILLS TRAINING CREDIT	11	75	167	0	8	12	0	11	21	63	462	595	128	96	248	3	12	16	6	11	26	165	270	7
ADULT BASIC EDUCATION	ABE Credit:	· · · · · · · · · · · · · · · · · · ·										是	1			1									No. of the last
bookilon	Adult 12	49	48	0	2	2	0	6	11	0	77	68	0	41	46	0	2	2	0	4	5	0	61	61	-
	Adult 10	58	74	0	3	3	0	7	6	0	68	86	0	64	39	0	3	0	0	9	3	0	80	40	
	Academic GED	0	0	0	0	0	0	0	0	0	0	0	0	23	2	0	0	1	0	2	0	0	26	2	
	Total ABE Credit	107	122	0	5	5	0	13	17	0	145	154	0	128	87	0	5	3	0	15	8	0	167	103	
	ABE Non-Credit	Mes					100	1	編			100	with the		120				303		150				
	Employability/Life Skills	12	3	0	1	0	0	1	0	0	21	6	0	0	32	0	0	11	0	0	4	0	0	33	
	English Language Training	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	1
	General Academic Studies	28	54	0	1	1	0	1	8	0	35	80	0	47	80	0	0	4	0	1	9	0	50	109	
	Literacy	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	1
	Total ABE Non-Credit	40	57	0	2	1	0	2	8	0	56	86	0	47	112	0	0	15	0	1	13	0	50	142	
TOTAL AD	ULT BASIC EDUCATION	147	179	0	7	6	0	15	25	0	201	240	0	175	199	0	5	18	0	16	21	0	217	245	
NIVERSITY	Total University	5	10	0	0	3	0	1	1	0	26	91	0	2	6	0	4	2			4	0	17	61	

FT= Full Time PT= Part Time Cas= Casual

Table 3 Student Success 2010-11

		_											Act	tuals											
					_	2	2009-	2010											2010-	2011					
	Program Groups		l Stud			l Stud		Tota	l Emp	oloyed	to	tal Go Furth	ner		Stude			l Stud		Er	Total			l Goir	-
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	c
SKILLS	Institute Gradit:	4	393		400		1.53	93	100				100	564			200		533			1000	Supp.	100	h
	SIAST	17	30	3	43	7	7 6	27	24	0	15	4	1	25	36	1	68	57	3	45		-	11	0	f
	Other:	na	na	na	na	n	a na	na	na	na	na	na	na	0	0	0	9	-	0	1	-	-	1	-	7
	Apprenticeship & Trade	na	na	na	na	na	a na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	-	-	7
	Total Institute Credit	17	30	3	43	77	7 6	27	24	0	15	4	1	25	36	1	77		-	49	-	0	11		+
	Industry Credit:			E I								715	24/2	S. Carlo	22.11		No.	102150	1169			MEN	Contract of the Contract of th		
	Total Industry Credit	0	22	20	0	258	295	0	4	0	0	1	0	0	27	66	0	128	525	0	0	0	0	0	f
	Non-Credit (Industry Non- Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)	Total Pares and September 1																		· · · · · · · · · · · · · · · · · · ·					- 一日の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本の日本
	Total Non-Credit	0	71	287	na	na	na	na	na	na	na	na	na	0	33	230	na	na	na	na	na	na	na	na	ľ
TOTA	AL SKILLS TRAINING	17	123	310	43	333	301	27	28	0	15	5	1	25	96	297	77	185	528	49	4	0	11	0	-
ADULT	ABE Credit:					333			100					1				1 1 3 -		Shill's	128		1000		
BASIC EDUCATION	Adult 12	20	18	0	39	3	0	9	3	0	21	12	0	25	14	0	26	4	0	10	4	na	24	10	f
	Adult 10	28	17	0	20	4	0	1	1	0	35	19	0	23	6	0	31	A	0	2	2	na	40	6	H
	Academic GED	na	na	na	na	na	na	na	na	na	na		na	22	1	0	4	0	0	2	0	na	13	0	H
	Total ABE Credit	48	35	0	59	7	0	10	4	0	56	31	0	70	21	0	61	8	0	14	6	0	77	16	┡
	ABE Non-Credit:	200			100	1088	(23)	26	21.2	2550			\$400 B	S Ye	030	160	AB	10 to 1			1000	or the last	Name of	1263	-
	Employability/Life Skills	15	0	0	0	0	0	0	0	0	2	O	0	0	27	O	na	na	na	0	2	na	35,000	6	
	English Language Training	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	-
	General Academic Studies	27	30	0	0	0	0	0	1	0	20	11	0	44	72	0	na	na	na	1	9	na	26	22	-
	Literacy	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	-
	Total ABE Non-Credit	42	30	0	0	0	0	0	1	0	22	11	0	44	99	0	0	0	0	1	11	0	26	28	-
TOTAL AL	OULT BASIC EDUCATION	90	65	0	59	7	0	10	5	0	78	42	0	114	120	0	61	8	0	15	17	0	103	44	-
IVERSITY	Total University	26	89	0	na	na	na	na	na	na	na	na	na	17	60	0	na	na	na	na	na	na	na	na	-
	TAL ENROLLMENT	133	077	310	102	240	301	37	33		93	47	-	156	276		138	193	528	64	21	0	114	44	

FT= Full Time PT= Part Time Cas= Casual

										Act	uals								
					20	09-20	10							20	10-20	11			
	Program Groups	Ab	origin	al		isible		Di	sabili	ty	Ab	origi	nal		/isible		Di	sabili	ity
		E	С	G	Е	С	G	E	С	G	Е	С	G	E	С	G	E	С	
SKILLS	Institute Credit:		MA.																8
TRAINING	SIAST	33	4	21	5	2	2	2	0	1	100	8	50	4	1	1	8	1	Γ
	Other:	na	na	na	na	na	na	na	na	na	7	0	6	0	0	0	1	0	r
	Apprenticeship & Trade	na	na	na	na	na	na	na	na	na	na	na	na	na	па	na	na	na	Γ
	Total Institute Credit	33	4	21	5	2	2	2	0	1	107	8	56	4	1	1	9	1	r
	Industry Credit:	HIE	1000		TOTAL STREET	25								TO S	1		1 E	Side !	8
	Total Industry Credit	143	23	136	8	1	8	21	1	21	273	70	243	23	3	23	25	10	ľ
TOTAL ADULT	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		STATE OF THE PERSON NAMED IN
	Total Non Credit	77	77	0	7	7	0	9	9	0	52	52	0	4	4	0	9	9	13
TOTAL	L SKILLS TRAINING CREDIT	253	104	157	20	10	10	32	10	22	432	130	299	31	8	24	43	20	t
ADULT	ABE Credit:		3.10				No.	ag 164	AL.		14.8	15 To			98	MA	2 552	12	
BASIC	Adult 12	97	21	25	4	2	1	17	6	3	87	29	18	4	1	3	9	2	Ī
EDUCATION	Adult 10	132	38	20	6	2	0	13	5	0	103	24	28	3	0	1	12	7	ľ
	Academic GED	0	0	0	0	0	0	0	0	0	25	21	3	1	0	0	2	1	T
TOTAL ADULT BASIC EDUCATION TOTAL JNIVERSITY	Total ABE Credit	229	59	45	10	4	1	30	11	3	215	74	49	8	1	4	23	10	r
	ABE Non-Credit:	1	34		350	No.	18	134	X (5)			4 4 64	3.6	Wale.		718	11/4	2]15	
	Employability/Life Skills	15	8	0	1	1	0	1	1	0	32	26	0	11	11	0	4	3	Ī
	English Language Training	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	Ī
	General Academic Studies	82	34	0	2	1	0	9	1	0	127	88	0	4	0	0	10	10	Ī
	Literacy	па	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	na	Ī
	Total ABE Non-Credit	97	42	0	3	2	0	10	2	0	159	114	0	15	11	0	14	13	Ī
TOTAL	ADULT BASIC EDUCATION	326	101	45	13	6	1	40	13	3	374	188	49	23	12	4	37	23	
NIVERSITY	Total University	15	13	0	3	3	0	2	2	0	8	8	0	4	4	0	1	1	-
	TOTAL ENROLLMENT	504	218	202	36	19	11	74	25	25	914	326	348	58	24	28	81	44	-

C= Completers G= Graduates



## www.cumberlandcollege.sk.ca

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